

Phonics Policy



All children are assessed in phonics and are then placed in the appropriate group so that they can progress and apply their knowledge.

What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5-7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia. If you would like to find out more about phonics, visit www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics or search for 'phonics' on the Department for Education website at www.education.gov.uk.

What is the phonics screening check?

The phonics screening check is a quick and easy check of your child's phonics knowledge. It helps your school confirm whether your child has made the expected progress.

Every day at Chigwell Row each child will be engaged in

- An interactive multisensory phonics session based on the Letters and sounds Programme

By the end of the Foundation Stage most children:

- ✓ *Read and understand simple sentences.*
- ✓ *Use phonic knowledge to decode regular words and read them aloud accurately.*
- ✓ *Read some common irregular words.*
- ✓ *Demonstrate understanding when talking with others about what they have read.*

By the end of Key Stage 1 most children:

- ✓ *Apply reading skills to familiar and new texts*
- ✓ *Apply phonic knowledge and skills*
- ✓ *Read and remember high frequency words*
- ✓ *Read aloud books closely matched to improving phonic knowledge*

- ✓ *Sequencing and discussing the main events in stories*
- ✓ *Retelling a story using words and phrases from a text*
- ✓ *Recognise use of repetitive language within a text*
- ✓ *Discuss how specific information is organised within a non-fiction text*
- ✓ *Give opinions and supporting with reasons (who is the bad character and why?)*
- ✓ *Make inferences about characters and events using evidence from the text*
- ✓ *Recognise simple recurring literary language in stories*
- ✓ *Discuss favourite words and phrases*
- ✓ *Predict what might happen next on the basis of what has been read so far*
- ✓ *Discussing and clarifying the meaning of new words*
- ✓ *Use tone and intonation when reading aloud (record a version of the story)*
- ✓ *Sequence and discuss the main events in stories*
- ✓ *Identifying, discussing and collect favourite words and phrases*
- ✓ *Discuss how information is arranged in a non-fiction text*
- ✓ *Identify, discuss and collect favourite words and phrases*
- ✓ *Make inferences about a text*
- ✓ *Consider other points of view*
- ✓ *Read longer and less familiar texts independently*
- ✓ *Use tone and intonation when reading aloud*
- ✓ *Make personal reading choices and explain reasons for choices*